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ABSTRACT

This booklet outlines the standards for successful reading programs in Maryland as part of the national Right to Read effort. The first section discusses the purposes, development, and usage of established guidelines for the evaluation of successful reading programs. The second section discusses 28 standards to be met before a school's reading program can be considered successful. These standards are divided into such topics as goals and objectives, program implementation, students, staff, organization, instructional practices, materials and equipment, facilities, and assessment. The third section examines implementation, including documenting supportive evidence and procedures in Maryland. (TS)

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Foreword

As part of the national Right to Read effort, educators in each state are identifying standards their reading programs should attain to be considered excellent. Such standards unify efforts of state agencies, local school systems, and individual schools in developing comprehensive and balanced programs in reading.

This publication sets forth the standards for successful reading programs in Maryland. I hope that by 1980 each school in the State will achieve these standards for improving reading.

JAMES A. SENSENBAUGH
State Superintendent of Schools

Introduction

MARYLAND'S READING PLAN FOR THE 70's (MSDE, 1975) outlines changes to be made in the State to improve student reading achievement. One of the strategies for change is the validation of reading programs through specific criteria. Thus, these standards establish guidelines for the evaluation of successful reading programs.

PURPOSES

For several years, school principals in Maryland have asked for help in evaluating their schools' reading programs. Certainly, each school building community—staff, students, parents, and supportive services (local and State system supervisors, and college educators)—is a sound unit upon which to build a successful reading program. This document is a response to principals' requests and offers assistance in three ways:

(1) It will help schools (K-12) develop successful programs in reading, utilizing criteria of excellence.

(2) It delineates the elements of a comprehensive and balanced program in reading, which are necessary for a successful reading program.

(3) It suggests a comprehensive approach for program accountability in which all segments of the reading program are considered integral parts of the learning process.

DEVELOPMENT

This project, like all other facets of the State reading program, involves contributions by many individuals. Beginning in 1972, a selected committee developed a questionnaire, "Procedures and Questions for Evaluating a School's Reading Program." Three schools tested the instrument in 1973 and revisions were made based on evaluations of their findings.

The revised instrument was evaluated during the 1973-74 school year in eighteen schools in seventeen local school systems in Maryland. Educators in each system returned additional evaluations based on their experiences.

In 1975, when Maryland became a Right to Read state and needed to develop reading program standards, a committee was formed which included the original 1972 committee plus new members. In a three-day

workshop, the committee integrated the State guidelines and the Right to Read guidelines. The working standards were validated by submitting them to each local school system. In each system, the director of curriculum, a reading supervisor, a reading teacher, an elementary principal, a secondary principal, and a parent reviewed the document for compatibility and clarity. Based on these reviews, the standards were revised and edited for publication.

USAGE

The new standards will be utilized in two ways: (1) as a strategy for changing reading programs, and (2) as an evaluative tool for identifying successful reading programs. This process involves the following procedures:

(1) School staffs and school communities together evaluating their reading programs.

(2) Local educational agencies identifying schools which meet the standards.

(3) The Maryland State Department of Education validating successful school reading programs for the Right to Read effort.

Standards

A standard is achieved whenever the school can document evidence of accomplishing the intent of the standard. All standards must be met before a school's reading program can be considered successful.

POINT-OF-VIEW

STANDARD 1 EACH SCHOOL SHOULD HAVE A FORMALLY WRITTEN POINT-OF-VIEW WHICH IS CONSISTENT WITH THOSE OF THE STATE AND THE LOCAL SCHOOL SYSTEM.

The State point-of-view:

a. Defines reading as the process of getting meaning, not only from the printed word but also from any form of print and nonprint materials;

b. Makes available to readers a wide variety of print and nonprint material from which they may freely choose;

c. Enables readers to learn to read print by a method of instruction which is consistent with their styles of learning;

d. Provides individuals with sympathetic teachers who are students of the reading process and who are readers themselves;

e. Teaches reading as an integral part of the communicative process through observing, listening, speaking, and writing;

f. Teaches reading for enjoyment, entertainment, and recreation as well as for the acquisition of knowledge in specific content areas; and

g. Bases reading achievement on objective evaluative criteria developed from accepted research and theories of human learning.

GOALS AND OBJECTIVES

STANDARD 2 SCHOOL BUILDING READING OBJECTIVES MUST BE DEVELOPED FOR INSTRUCTIONAL

PROGRAMS FROM THE ADOPTED STATE AND SCHOOL SYSTEM ACCOUNTABILITY GOALS IN READING.

Maryland's State reading goals are designed to teach students to:

a. Utilize a variety of reading materials.

b. Use a word recognition system.

c. Comprehend various reading materials.

d. Meet the reading demands for functioning in society, and

e. Select reading as a personal activity.

STANDARD 3 THE READING GOALS AND OBJECTIVES MUST BE DISSEMINATED TO THE SCHOOL STAFF, STUDENTS, PARENTS, AND COMMUNITY.

PROGRAM IMPLEMENTATION

STUDENTS

STANDARD 4 EACH SCHOOL STAFF SHOULD IDENTIFY GROUPS OF STUDENTS WITH SIMILAR INSTRUCTIONAL NEEDS WHERE APPLICABLE.

Such groups are:

a. Typical readers

b. Disadvantaged readers (who qualify for Title I, Elementary and Secondary Education Act)

c. ESOL (English for Speakers of Other Languages) readers

d. Highly able readers

e. Severe problem readers

f. Out-of-school youth (who qualify for adult basic education)

g. Post-secondary bound readers (both college and vocational)

h. Handicapped students (State Law: Article 77, Sections 106 D, E: intellectually limited, learning disabled, emotionally disturbed, communicative disordered, vision impaired, multiple handicapped, and orthopedically handicapped).

STANDARD 5 EACH SCHOOL STAFF SHOULD SELECT FROM ITS SCHOOL BUILDING ACCOUNTABILITY OBJECTIVES IN READING THOSE WHICH ARE APPROPRIATE FOR EACH IDENTIFIED GROUP OF STUDENTS WITH SIMILAR INSTRUCTIONAL NEEDS IN THE SCHOOL.

STAFF

STANDARD 6 EACH STAFF MEMBER (ADMINISTRATOR, READING SPECIALIST, READING TEACHER, AND CLASSROOM TEACHER) MUST BE CERTIFIED TO TEACH READING ACCORDING TO THE MARYLAND STATE CERTIFICATION STANDARDS.

STANDARD 7 THE SCHOOL STAFF SHOULD UTILIZE A TEAM APPROACH (SCHOOL AND/OR SYSTEM SPECIALISTS) TO COORDINATE THE TOTAL READING PROGRAM AND TO ADDRESS STUDENTS' READING PROBLEMS.

STANDARD 8 THE SCHOOL STAFF (ADMINISTRATORS, SPECIALISTS, TEACHERS) SHOULD PARTICIPATE IN ONGOING READING INSERVICE PROGRAMS.

STANDARD 9 THE SCHOOL STAFF SHOULD MAKE USE OF AVAILABLE SUPPORTIVE SERVICES FOR READING LEADERSHIP PURPOSES: READING TEACHERS, SPECIALISTS, SUPERVISORS/CONSULTANTS, AND PERSONNEL FROM TEACHER-TRAINING INSTITUTIONS.

STANDARD 10 THE SCHOOL STAFF SHOULD UTILIZE FOR ENRICHMENT COMMUNITY RESOURCES SUCH AS PARENTS, COLLEGE STUDENTS, RETIRED CITIZENS, AND BUSINESS AND INDUSTRY PERSONNEL.

ORGANIZATION

STANDARD 11 THE SCHOOL ADMINISTRATOR SHOULD BE RESPONSIBLE FOR THE ARTICULATION AND COORDINATION OF THE SCHOOL READING PROGRAM. THE ADMINISTRATOR MAY RE-

CEIVE ASSISTANCE FROM A STAFF MEMBER WHO HAS SPECIAL TRAINING IN READING.

STANDARD 12 THE SCHOOL ADMINISTRATOR SHOULD PROVIDE TIME TO INSURE THE ACHIEVEMENT OF THE READING PROGRAM OBJECTIVES WITHIN THE INSTRUCTIONAL SCHEDULE.

STANDARD 13 THE SCHOOL STAFF SHOULD DETERMINE THE ORGANIZATIONAL PATTERNS IN THE TOTAL SCHOOL ENVIRONMENT BASED UPON THE INSTRUCTIONAL NEEDS OF THE STUDENT POPULATION AS DEFINED IN STANDARD 4.

STANDARD 14 THE SCHOOL STAFF SHOULD MAINTAIN A RECORDKEEPING SYSTEM TO PROVIDE DATA FOR THE FOLLOWING:

a. SPECIFIC EVIDENCE OF STUDENT PROGRESS
b. INFORMATION FOR REPORTING PROGRESS TO STUDENTS AND PARENTS
c. INPUT FOR EVALUATING THE SCHOOL'S ORGANIZATIONAL STRUCTURE AND CURRICULUM.

STANDARD 15 THE SCHOOL SHOULD CONDUCT AN ONGOING OUTREACH PROGRAM FOR PARENTS AND THE COMMUNITY TO PROVIDE INFORMATION ABOUT THE READING PROGRAM.

INSTRUCTIONAL PRACTICES

STANDARD 16 THE SCHOOL STAFF SHOULD DEVELOP AN APPROPRIATE INSTRUCTIONAL PROGRAM TO ACHIEVE THE SPECIFIC OBJECTIVES FOR GROUPS OF STUDENTS DEFINED IN STANDARD 4.

STANDARD 17 TEACHERS SHOULD EMPHASIZE READING IN THE CONTENT AREAS (K-12) BY UTILIZING:

a. CONTENT MATERIALS (FICTION AND NONFICTION) IN THE TEACHING OF READING
b. TECHNIQUES TO FACILITATE THE READ-

ING OF MATERIALS IN THE VARIOUS DISCIPLINES.

STANDARD 18 THE SCHOOL STAFF SHOULD UTILIZE THE SERVICES OF THE MEDIA CENTER AS AN INTEGRAL PART OF EACH STUDENT'S READING PROGRAM.

STANDARD 19 THE SCHOOL STAFF SHOULD DESIGN AND IMPLEMENT INSTRUCTIONAL ACTIVITIES TO FOSTER A POSITIVE ATTITUDE TOWARDS READING.

MATERIALS AND EQUIPMENT

STANDARD 20 THE SCHOOL STAFF SHOULD INVENTORY AND CATEGORIZE READING MATERIALS AND EQUIPMENT IN THE SCHOOL ACCORDING TO THE SELECTED SCHOOL BUILDING READING OBJECTIVES APPROPRIATE TO THE GROUPS OF STUDENTS HAVING SIMILAR NEEDS DEFINED IN STANDARD 4.

STANDARD 21 THE SCHOOL STAFF SHOULD SELECT AND EVALUATE NEW MATERIALS APPROPRIATE FOR EACH SCHOOL BUILDING READING OBJECTIVE, USING LOCAL SCHOOL SYSTEM PROCEDURES.

STANDARD 22 THE SCHOOL STAFF SHOULD RECEIVE INSTRUCTION IN THE PURPOSES AND APPROPRIATE USE OF ALL SCHOOL READING MATERIALS AND EQUIPMENT.

STANDARD 23 THE SCHOOL STAFF SHOULD SELECT MATERIALS IN VARIOUS DISCIPLINES (K-12) FOR VARIETY AND APPROPRIATENESS TO THE INSTRUCTIONAL READING LEVEL OF THE STUDENTS.

FACILITIES

STANDARD 24 THE PHYSICAL ARRANGEMENT OF THE SCHOOL BUILDING SHOULD FACILITATE THE IMPLEMENTATION OF THE READING PROGRAM BY PROVIDING APPROPRIATE AREAS.

Such areas should be provided for:

a. Groups of students with similar instructional needs.

b. Staff.

c. Materials and equipment.

d. Instruction, and

e. Media centers and services (outlined in *Criteria for Modern School Media Programs*, and *Media Center Facility Design for Maryland*, Maryland State Department of Education).

ASSESSMENT

STANDARD 25 STUDENT ACHIEVEMENT SCORES FOR THE SCHOOL POPULATION SHOULD BE EQUAL TO OR ABOVE THE DECLARED EXPECTED SCHOOL READING ACHIEVEMENT LEVEL AS DEFINED BY THE MARYLAND ACCOUNTABILITY FORMULA AND GRADE LEVELS.

STANDARD 26 STUDENTS SHOULD ACHIEVE A BASIC LITERACY LEVEL (STATE READING GOAL 4) AT GRADES 7 AND 11 AS DEFINED BY THE MARYLAND ACCOUNTABILITY PROGRAM (MARYLAND BASIC SKILLS MASTERY TESTS).

STANDARD 27 SCHOOL STAFFS SHOULD USE THE RESULTS FROM INFORMAL DIAGNOSTIC AND ACHIEVEMENT DEVICES AS A BASIS FOR MAKING NECESSARY CHANGES IN INSTRUCTIONAL ACTIVITIES FOR INDIVIDUAL STUDENTS.

STANDARD 28 SCHOOLS MUST DISSEMINATE ACHIEVEMENT RESULTS TO THE SCHOOL COMMUNITY.

(Each local school system may add additional standards which are needed in the system.)

Implementation

Reactions from the pilot studies suggested that each reading standard required a series of questions to help guide school personnel as they document evidence of achieving the standards. In response to these requests, a series of questions were developed.

DOCUMENTING SUPPORTIVE EVIDENCE OF A SUCCESSFUL READING PROGRAM

1.0 Point-of-View or Statement of Beliefs about Reading

STANDARD ONE

1.1 Is your school's point-of-view on reading formally stated in writing?

1.1.1 What is it?

1.2 Does your school's point-of-view reflect the State's point-of-view?

1.3 Does your school's point-of-view reflect the local school system's point-of-view?

1.4 How have the following people been involved in developing the point-of-view and to what extent?

1.4.1 Staff?

1.4.2 Parents?

1.4.3 School-system consultants?

1.4.4 Outside the system consultants?

2.0 Reading Goals and Objectives

STANDARD TWO

2.1 Are your accountability reading goals formally written?

2.1.1 What are they?

2.2 Are your accountability school reading objectives written?

2.2.1 What are they?

2.3 How are your school's objectives reviewed and revised annually?

2.4 How do your school's objectives reflect the needs of your student populations?

STANDARD THREE

2.5 How have you made your goals and objectives known to:

- 2.5.1 Staff?
- 2.5.2 Students?
- 2.5.3 Parents?
- 2.5.4 Community?

2.6 How has your individual school plan provided for feedback from these groups to insure that the reading goals and objectives have been understood?

3.0 Program Implementation

STANDARD FOUR

3.1 How have you identified, in your school population, groups needing instructional reading programs?

- 3.1.1 Typical readers (developmental reading characteristics)?
- 3.1.2 Disadvantaged readers?
- 3.1.3 ESOL (English for Speakers of Other Languages) readers?
- 3.1.4 Highly able readers?
- 3.1.5 Severe problem readers (remedial reading characteristics)?
- 3.1.6 Out-of-school youth (enrolled in adult basic education)?
- 3.1.7 Post-secondary bound readers (college/vocational)?
- 3.1.8 Handicapped students (special education needs)?

3.2 How many students do you have in each of these groups from the total school population?

3.3 What provisions for coordination are made for students who are included in more than one of the above populations?

STANDARD FIVE

3.4 Have you selected, from your accountability school building objectives, appropriate objectives for each group of students for whom you are planning instructional reading programs?

- 3.4.1 What are they?

3.5 Are there common objectives for all persons who require grouping?

3.6 Have you selected basic and realistic objectives which will develop a literacy level?

STANDARD SIX

3.7 How have you ascertained that the professionals are certified for their assignments in the reading program?

3.8 How do you determine whether applicants have the specific competencies needed for responsiblities to be assumed in your school?

3.9 How are needs of the student population communicated to the recruitment services in your school system?

3.10 How are the principal, supervisory personnel for reading, and other school staff involved in staff selection?

STANDARD SEVEN

3.11 Are qualified staff members assigned to carry out the reading program?

3.11.1 Who coordinates the total reading program (e.g., principal, reading supervisor, reading specialist)?

3.11.2 Who gives continuous reading instruction to the typical readers who are reading as well as expected?

3.11.3 Who gives continuous reading instruction for those students experiencing reading problems (e.g., special education teachers, classroom teachers, reading specialists or teachers)?

3.12 Do you have a team of specialists formed and utilized in providing diagnostic services and programs for students with reading problems?

3.13 Who are other staff members involved in the implementation of your reading program?

3.13.1 What is the extent of their training?

STANDARD EIGHT

3.14 How is your inservice program designed to meet the continuing needs of your professional and supporting staff?

3.15 Does your inservice program capitalize on the competencies of your staff?

3.16 How is time provided for inservice and intervisitation?

3.17 What provisions are made for evaluation and follow-up of inservice activities?

STANDARD NINE

3.18 To what extent are support personnel used?

3.18.1 How?

3.19 How do you use the professional media staffs?

3.20 How have you identified and disseminated quality reading programs and materials?

3.21 What effort has been made to reproduce and disseminate quality teacher-made materials?

3.22 Does your reading program use the support services of professionals with specialized backgrounds in reading?

3.22.1 Daily?

3.22.2 Periodically?

STANDARD TEN

3.23 How have you used the available community resources?

3.24 What other community resources are available?

3.25 Do you have an active volunteer program in reading?

STANDARD ELEVEN

3.26 Who is the coordinator of your reading program?

3.26.1 Why was this person selected?

3.26.2 What is the person's background in reading (academic and experiential)?

3.27 What procedures are used to articulate and coordinate the reading program?

3.28 What personnel are involved?

STANDARD TWELVE

3.29 How much time has been allotted to achieve the reading objectives?

3.29.1 Who decided this amount of time?

STANDARD THIRTEEN

3.30 In what ways are the groupings and scheduling of the school reading program based on the determined needs of the student population?

3.31 Is the grouping done so it is flexible and students work with many other students?

3.32 In what ways have classroom teachers been allowed to organize their classes to meet the instructional needs of students assigned to them?

STANDARD FOURTEEN

3.33 What record keeping system is maintained to provide data on the reading program?

3.33.1 What specific evidence of student progress is recorded for reporting to students and parents?

3.33.2 What information is recorded to evaluate the school's organizational structure?

3.33.3 What information is recorded to evaluate and share promising curriculum practices?

STANDARD FIFTEEN

3.34 Does your local school have an ongoing outreach program for parents and the community?

3.35 What in your local school's reading program is included in your outreach program?

3.36 How often and when do you provide information?

3.37 If yours is an elementary school program, do you include activities for parents to help their preschoolers?

STANDARD SIXTEEN

3.38 Do you have instructional activities designed for the instructional objectives selected from students' needs?

3.39 Have the teachers selected the necessary skills from reading skills lists to facilitate the activities?

STANDARD SEVENTEEN

3.40 Do you select materials for activities which are both print and nonprint and both fiction and nonfiction?

3.41 Do you use materials other than basal readers?

3.42 Have you identified learning strategies for students to use throughout their lifetime?

STANDARD EIGHTEEN

3.43 How would you describe the way the media center and its services are utilized?

3.43.1 Is the media center a part of at least half the time students are scheduled to a reading program?

3.44 How are you increasing the quantity and variety of materials?

3.44.1 Is selection of materials based on instructional objectives and activities?

STANDARD NINETEEN

3.45 How would you describe the activities designed and implemented by the staff to foster a positive attitude toward reading?

3.46 How are you evaluating student interests?

3.47 What were your local school's responses on *Maryland Basic Skills Mastery Test*, Items 1-10?

STANDARD TWENTY

3.48 How have you matched materials and equipment available in the school with the needs of students identified for specific instructional objectives?

STANDARD TWENTY-ONE

3.49 How does the staff participate in the selection and utilization of new materials for each reading objective and what are the criteria used in this selection?

STANDARD TWENTY-TWO

3.50 What provisions are carried out to instruct the staff in the purposes and appropriate uses of all reading materials and school equipment?

3.51 Who is responsible for this instruction and when does it occur?

3.52 How do you include other available materials from central office collections?

STANDARD TWENTY-THREE

3.53 How do you insure that the materials (K-12) used in all content/disciplines are varied and appropriate to the instructional reading level of the students?

3.54 How do you insure that student failure in reading achievement is not caused by teacher assignment of materials that are too difficult to read?

STANDARD TWENTY-FOUR

3.55 How have you provided for appropriate space to implement the reading program?

3.55.1 What are the facilities for each group of students, especially those with special needs?

3.55.2 What are the facilities for the staff?

3.55.3 What are the facilities provided for instructional activities?

3.55.4 What are the facilities provided for materials and equipment?

3.55.5 What facilities are provided for media services?

3.56 How are you working towards achieving the established criteria for your media center?

3.56.1 Do you have these references: *Criteria for Modern School Media Programs* and *Media Center Facility Design*, (Maryland State Department of Education)?

STANDARD TWENTY-FIVE

3.57 Does your local school population score at the expected or able level of achievement as determined by Maryland Accountability Program?

3.57.1 If so, why?

3.57.2 If not, why and what are you doing to alleviate the problem?

STANDARD TWENTY-SIX

3.58 Does your local school population demonstrate a basic literacy level *(Maryland Basic Skills Mastery Tests)*?

3.58.1 Which basic literacy areas need instructional help?

3.58.2 Which students need instructional help?

3.58.3 How do you provide for this basic need?

STANDARD TWENTY-SEVEN

3.59 What specific evaluation instruments (both formal and informal) do you use to assess reading achievement of students?

3.60 How do you use the results to assist in the modification of instructional practices?

3.61 What different decisions are made with the informal and formal instruments?

STANDARD TWENTY-EIGHT

3.62 How are the achievement results disseminated to your school community?

Answering these questions gives a school a comprehensive evaluation of the total reading program as it is working in the school. Each question represents an important element in a comprehensive and balanced reading program. The compiled data should be used as a basis for making any necessary changes to improve the school's reading program.

Procedures in Maryland

These standards will become a part of the State Right to Read effort in cooperation with each local educational agency. The procedures include these steps:

(1) The Maryland State Department of Education will provide training in the use of the standards to each local school system in 1976.

(2) Local educational agencies will review and add additional standards which are needed in their systems.

(3) Local educational agencies will train all additional personnel in utilizing the standards.

(4) All schools should complete an evaluation of their reading programs according to the standards between 1976-1979. Local systems will establish schedules for their schools.

(5) Local School systems should establish procedures for:

a. Continuous school evaluation for achieving the reading program standards.

b. Documenting at least every 5 to 8 years schools which have achieved reading standards.

c. Listing schools which achieve (standards for successful reading programs.)

d. Annual submission to the Maryland State Department of Education lists of schools which meet the standards.

(6) The Maryland State Department of Education will disseminate promising practices from programs which achieve the standards.